

**Lamar University – M.Ed. in Educational Technology Leadership**

**Reflections of ITSE Standards**

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| **Course Number:** | **Course Name:** | **ITSE Standard** |
| **EDLD 5370 ET5398** | **Educational Technology Leadership Internship** | **Standard VI – Social, Ethical, Legal, and Human Issues** |

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| **Description of the Assignment/Performance**  **Tasks** | **ITSE Standard:**  **Educational Technology facilitators demonstrate an in-depth understanding of technology operations and concepts.** |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point) | Self Assessment: According to Standard VI Social, Ethical, Legal, and Human Issues TF-VI.C, I set up and produce student ID / Photo records with use of emerging technology resources of importing student district files. This procedure enforces and ensures a safe environment. Scanning ID assists with administrative functions such as library and cafeteria. I am in charge of setting up the Student Id Identification system. I produce the student ID/ Photo records with use of emerging technology resources of importing student district files. This procedure enforces and ensures a safe environment for the students. Providing a safe environment for our students is key to a positive culture. “It takes good decisions, effective communication, resolving conflict, effective motivation strategies, groups working together, proper style and use of power, a positive culture and safe climate, understanding change, and effective strategies” (Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., 2005, p. 73). Training the teachers and assisting in developing new strategies assists with student’s success.  Learn as a Learner: The students are able to scan their ID with administrative functions such as checking our library books on our campus library and in the cafeteria during breakfast and lunch. This year we purchased a new Alpha Card ID system, so I was able to install the new software and the new Fargo Printer. I was able to import the student names from the TEAMS student identification system and convert to the data base that was compatible with the Alpha Card system. This assured that all the students’ names were input in the system with correct spelling, ID number, and grade level. I photographed students during our running start preregistration process and on the first day of school. “Technologist must promote safe and healthy use of technology resources” (Williamson, J. & Redish, T., 2009, p. 135).  Lifelong Learning Skills: Safety is so important on a campus. Identification is important for this cause. When all students had the ID information entered and a photo corresponding with their ID, I printed the ID cards and distributed through classes. I also assist with the reprinting of the ID cards when a student loses their ID card and has to pay for a new ID. I also take photos and print new ID cards any new students that we have enroll during the school year. When students are wearing an ID around their neck during school hours in a visible manner, it assures for a more safe campus environment. Any visitors have are scanned at entry in the front office and given a name badge. This prevents unwanted or potential dangerous individuals/visitors from wandering the halls. Our students have the proper ID cards and visitors have official visitor pass from the front office. Employees have ID cards also. We should provide these new tools to our students so that they are prepared for new challenges” (Solomon, G., & Schrum, L. 1). This technology keeps our students safe and secure while they are in the school environment.  References  Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F. (2005). School Leader Internship, Developing, Monitoring, and Evaluating Your Leadership Experience. Parsippany, NJ: Eye on Education, p. 73  .  Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene, Oregon: ISTE, p. 3.  .  WilliaWilliamson, J. & Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 135. |